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ABSTRACT

This guide describes a model for a community-based literacy program for older adults that uses older adults as tutors. Guidelines are provided to program sponsors for implementing literacy education for older adults. Chapter I provides an overview of the problem of illiterate older adults and literacy education for them. Chapter II addresses the planning of a literacy program for older adults, including special planning concerns, the planning committee, outreach strategies, and program promotion and publicity. Chapter III focuses on direct-service management issues--tutor and peer support recruitment, volunteer training, and older student recruitment. Strategies for success are presented in Chapter IV. They include matching students and tutors, choosing a site, providing support, recognition, and program evaluation. Chapter V provides results of an in-depth study of 27 sites that participated in Project LEEP (Literacy Education for the Elderly). Chapter VI describes LEEP programs in five communities. Chapter VII is an annotated listing of organizations that can be useful to anyone interested in developing literacy programs for older adults. It is divided into sections on training and technical assistance, coordination and support, funding and resource development, and clearinghouse/information and referral. Sample project materials are appended. (YLB)

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Organizing A Literacy Program For Older Adults

LEEP Literacy Education for the Elderly Project

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The National Council on the Aging, Inc. (NCOA), a non-profit national membership organization founded in 1950, serves as a resource for information, training and technical assistance, policy and standards development, advocacy, publications, demonstration programs and research into every aspect of aging.

Organizing A Literacy Program For Older Adults

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PREFACE

Illiteracy is a widespread social problem in America today. It is particularly serious among today's elderly population that comprises 38 percent of the total U.S. illiterate adult population (U.S. Department of Education, 1985). Many older persons cannot read or write well enough to fill out a form, write a simple letter or read a notice that may be critical to their survival. Many cannot even sign their own names. They live in an isolated world, dependent on others and highly vulnerable. Unable to communicate, understand essential information or make informed choices, they are functionally illiterate.

Though they represent such a large proportion of the U.S. illiterate adult population, few elderly people participate in adult literacy programs offered in the community. The programs are usually offered in places they seldom frequent (schools, learning centers, etc.) and in neighborhoods where elderly people fear to venture alone, especially at night. Many literacy programs focus on the young adult with employment potential and are, for the most part, irrelevant to older adults with special needs and interests.

The Literacy Education for the Elderly Project (LEEP), a two-year project sponsored by The National Council on the Aging, Inc. (NCOA), under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), was launched to focus on the needs of illiterate elderly citizens.

LEEP enabled NCOA to target literacy education programs to older adults in 27 sites nationwide and develop a strategy to:

- link the aging services network (i.e., senior centers, offices on aging, senior housing projects) with the volunteer adult literacy network (i.e. Literacy Volunteers of America affiliates, Laubach Literacy Action councils) libraries, public schools and church groups at the local level.

- recruit and train older adults as volunteer literacy tutors and peer supports for other older adults who lack basic literacy skills;

- deliver literacy education to older adults where they participate in large numbers.

The national demonstration also allowed for the development and testing of methods, materials and techniques useful in tutoring older adults and managing volunteer literacy programs involving older adults, including:

ORGANIZING A LITERACY PROGRAM FOR OLDER ADULTS: A comprehensive guide for stimulating and assisting the growth of a literacy education program for older adults as students and tutors. An overview of literacy education for older adults, discussion of special management issues, program descriptions, results of the 27 demonstration sites nationwide, summary recommendations for program design and a resource list are included.

TUTORING OLDER ADULTS IN LITERACY PROGRAMS: A booklet designed to sensitize volunteer literacy tutors to the special needs and interests of illiterate older learners and give useful tips for creating successful and self-rewarding learning experiences.

UPDATE ON HEALTHY AGING: READING MATERIAL ON HEALTH TOPICS FOR THE NEW READER AND TUTOR: Low-vocabulary, high interest reading materials on health issues to enhance the learning of the new older reader.

The Literacy Education for the Elderly Project represents a significant effort to meet the needs of illiterate elderly persons by promoting the use of older volunteers as tutors and peer supports, creating new linkages between the aging services and adult literacy networks and developing materials based on demonstration experience that allow for program replication nationwide. LEEP has raised awareness of the illiterate elderly's special needs and built a potential pool of older volunteers. We hope this initial effort will continue to expand literacy education for and by older adults.

INTRODUCTION

A lack of literacy skills - the ability to read and write - is a cage that imprisons many older Americans. While many communities have adult education programs teaching literacy skills to adults and young people, these programs are not targeted to and do not reach many older adults. On the other hand, these same communities may, through specific programs, reach older adults, but do not offer literacy education. One way to bridge the gap is to link the senior group programs with the voluntary literacy organizations.

Based on this concept, The National Council on the Aging (NCOA) has developed a program model that uses older adults to provide literacy education to their peers in locations they frequent. This model evolved from a two-year demonstration project. It developed guidelines on how to start a community-based literacy program for older adults, and trained older adults to be literacy tutors or peer supports who work with functionally illiterate older adults. The program model was then tested in 27 locations nationwide. This manual describes the model and provides guidelines to program sponsors for implementing literacy education for older adults. The ideas contained here can be adopted or adapted by any organization concerned with the literacy needs of older Americans. These organizations can make a valuable contribution to the lives older adults and share in the excitement that these changes can bring.

CHAPTER I: ILLITERACY AND THE ELDERLY

Illiteracy has been defined as a lack of the skills required to read or write effectively, but there are different degrees of literacy. A person may not be able to read or write at all, or may have enough skills to function at a minimal level. A person may also be able to write and read, but not well enough to obtain and use information that is essential for daily living.

A person who is illiterate has many of the same problems that a non-English speaking person has in this country, although the latter may have literacy skills. Without the ability to read or write, an older adult can not get a driver's license, fill out a job application or complete the forms necessary to obtain essential benefits. He or she may be unsure of the information on medicine bottles, confused by a telephone directory, or unable to read the newspaper or magazines. A person with literacy problems can be as isolated as a stranger in a strange land.

OLDER ADULTS WITH LITERACY PROBLEMS

Older Americans represent 38 percent of the U.S. illiterate adult population and are among the most disadvantaged. They lack the basic skills to cope with the conditions that aging affects: maintaining good health and proper nutrition through diet and taking medications appropriately, adjusting to different housing needs, managing finances and securing entitlements.

But who are these older adults? Like others with literacy problems, they can be from all walks of life. Some may be low achievers, rarely successful at anything in their lives. Others may be highly successful and respected members of their communities. Their literacy problems could be caused by any number of things, but many have backgrounds of low income, minority status, or family situations which dictated that they be someplace other than in school.

The older person who has not learned to read or write often has learned how to cope with and adapt to situations requiring literacy - no small achievement. But even after a lifetime of successful coping, old age can pose challenges to this ability.

First, the family and friends who helped "negotiate the system" may die or move away. Or, they may just get tired and make themselves less available. In either case, many functionally illiterate older persons find themselves without the help they need to overcome the barriers illiteracy creates.

Second, older adults can become more vulnerable, both socially and physically. The support system that helped "protect" them and which provided companionship may be shrinking, and could lead to feelings of isolation. Or, a decline in health status that affects some older adults can reduce their abilities to cope with problems caused by illiteracy.

It also becomes harder for some to cope with the world around them. There are constant technological changes which require education and adaptation. Older adults interested in working may find that their employment potential has decreased because of these changes. There are programs and agencies that provide benefits and services to older adults, but you have to have information on them and know how to apply for the benefits.

Third, literacy problems may have an affect on the individual's self-esteem that was not apparent in younger years. Some people may experience feelings of inferiority that have been building up for many years, or a sense that they are unable to control their own lives. Others may be searching for meaning in their lives, but either the problems caused by illiteracy color their conclusions, or they don't have access to books and articles that would help them sort out their feelings about what their lives have meant. Finally, unable to break out of the mold of illiteracy themselves, they cannot function as models for their children and grandchildren.

CURRENT PROGRAMS

Many communities have volunteer literacy organizations that offer individualized instruction in basic reading, writing and math skills. These local organizations are often associated with one of two major national volunteer programs. Literacy Volunteers of America (LVA) has approximately 180 local affiliates offering volunteer tutoring on a one-to-one basis. They use a variety of methods: language experience, sight words, phonics and patterned words to teach literacy skills. The other national program, Laubach Literacy Action (LLA), has 500 local councils that use a more structured approach emphasizing phonics. Together, these national programs reach more than 53,000 students a year, of which fewer than five percent are over age 65. Similar literacy programs may be operated in a community by the local school system, the public library, churches, or other voluntary and service organizations.

The public school system offers Adult Basic Education Classes but serve very few older adults. These classes are usually held at night when older persons do not like to travel and are often located in neighborhoods older persons find inaccessible or dangerous. Many older adults do not find the classes appropriate to their particular needs since they are designed to meet the vocational needs of a younger adult population.

Of the community programs that address the special needs and interests of older adults, perhaps the most familiar resource to older adults and the general public is the senior center. About 8,000 nationwide, senior centers reach more than seven million older adults through such services as transportation, nutrition, education, information and referral, recreation, health promotion, volunteer activities and outreach services. Many of these services are also offered in other locations; but the senior center provides a feeling of group identity in a welcoming, supportive atmosphere.

Other older adults are involved in a variety of senior group programs such as the Retired Senior Volunteer Program (RSVP), Foster Grandparents, education programs, long-term care facilities and adult day care programs, retirement communities, senior housing projects, or fellowship groups developed around hobbies, neighborhoods or church affiliations. These programs offer activities and services similar to those of senior centers, and like them, provide a structure that facilitates participation, provides a meeting place and establishes a group identity.

LINKING LITERACY AND SENIOR PROGRAMS

Instead of forming a new system, a more logical solution is to bring together those that already have the structure and expertise to serve the literacy needs of older adults in a successful, cost-effective program.

The model proposed in this manual is that of joint sponsorship. The technical expertise of a community literacy organization is brought to a group or center that older adults already attend and where literacy education can be made available. The model also allows for sponsorship by libraries, churches, businesses, civic groups or voluntary action centers who can weld links between literacy and senior programs. Although many forms of co-sponsorship are possible, the voluntary literacy organization provides:

- expertise on literacy education
- teaching materials
- trainers for the tutors
- technical assistance in program development

The senior group program provides:

- volunteer tutors
- volunteers to act as peer supports to help students with their learning activities
- space for the tutoring
- a structure and support for the successful operation of the program
- knowledge of the needs and interests of older adults

These resources, such as transportation services, usually exist within the organizations, and eliminate or minimize start-up costs.

Benefits. For older adults with literacy problems, this kind of program offers a supportive environment designed to meet the needs of their age group. The location is familiar because they go there for other programs or services. Program tutors are also older adults with similar frames of reference. Furthermore, the tutoring materials are likely to be more appropriate than those found in other literacy programs.

The tutors and the peer supports also benefit from a good experience. Volunteering can contribute to one's self-esteem and the act of giving time and commitment provides a challenge, new experience, a chance to share and the sense of satisfaction that comes from helping others. A tutor can make a difference in someone's life. Scheduling, transportation or parking problems are eased when the program is conveniently located and held during the day along with other programs.

The opportunity to reach older adults can enhance the scope of a cosponsoring literacy organization. Besides more participants, cosponsorship brings more trained tutors. Older adults have proven themselves especially reliable volunteers, an asset to any group that depends on their support. In addition, the literacy organization acquires older adult-tested tutoring materials and will, therefore, be better equipped to meet the needs of other older learners in their own programs.

To the senior group program, the literacy program offers the opportunity of providing a needed educational service that can improve the functioning capacity of those it serves; the advantage of improving the organization's community image, increasing its members or participants, building its reputation and funding potential. Finally, a literacy program can impel a senior group program to forge links with other community agencies, links that are the basis for working together on future programs.

CHAPTER II: PLANNING A LITERACY PROGRAM FOR OLDER ADULTS

Designing a literacy program for older adults is similar to developing nutritional, educational, recreation, health or volunteer programs for older people. Whatever planning model or process you use, you'll find the following helpful:

- Set program goals and objectives.
- Determine the needs and interests of your potential participants.
- Secure your own organization's commitment to sponsor the program.
- Identify other organizations with similar interests or audiences to work with you.
- Identify gaps in or duplication of the proposed service.
- Assess the feasibility of operating the program in the proposed service area.
- Design a program to meet the goals and objectives of the sponsoring and cosponsoring agencies.
- Lay the groundwork for program operation.
- Promote the program to the community and to potential clients.
- Implement the program.
- Evaluate results and reactions.
- Revise the program to achieve improvements.

SPECIAL PLANNING CONCERNS

Despite the planning similarities between a literacy program for older people and other types of programs, some factors merit your special consideration.

Organizational Capability of the Sponsor. The sponsor is responsible for planning and managing the program, coordinating its operations and volunteers, administering program records and ensuring continuation. These tasks require at least one staff person, voluntary or paid, to manage the program. That person's time is estimated to be 250 hours per year for a program of 20 pairs of tutors and students. The sponsor's financial support can be about $500-800 a year, not including salaries. Even with sponsor-donated space and equipment, include expenses for supplies, postage, telephone, materials and promotional activities.

The sponsor needs a large base of volunteers trained to provide the tutoring and a good track record in working with other community organizations. All these resources are necessary to the successful operation of a literacy program. The following checklist can help sponsors assess their capability prior to initiating a program.

Organizational Capability Checklist

Do you have . . .

Interest/Need

____ Commitment from top management

____ Staff support of the idea

____ Membership interest

____ Literacy need of participant

Resources

____ Staff time for program development and management

____ Location for program operation

____ Financial resources for equipment, supplies, postage, telephone, printing, etc.

Capability

____ Base of volunteers or ability to recruit them

____ Good working relationships with other community agencies

Assessing Literacy Needs. You can identify the need for and interest in many programs by surveying or polling a group of potential participants. For literacy programs, however, you must rely more on information and referrals. Some people with literacy problems are reluctant to identify themselves, some aren't able to apply in writing, others may never know about it if the promotional materials are written. Therefore, the sponsor needs strong connections to other organizations or individuals who can identify potential elderly participants, make contact and refer them to the program.

Interagency Relationships. The relationship between a local volunteer literacy organization and a senior program may be new for both. The management and the membership of each needs to become acquainted with the idea of starting this new service for older adults.

The relationship will depend on whether the literacy organization establishes and runs its own operation at the senior program site, or whether the two organizations jointly plan a new program. The latter is described in this model and is an arrangement that can benefit each organization. When a cosponsor is the local affiliate of either Literacy Volunteers of America or Laubach Literacy Action, the senior program should decide whether to establish a formal affiliation with the national organization, or merely arrange for materials and training to be delivered at its facility. In either case, both the literacy organization and the senior program should learn about each other's policies and procedures to effectively implement the program.

Links to Other Organizations. Both the literacy organization and the senior program will need to develop effective working relationships with a variety of organizations. These include both public and private sector organizations such as:

- Libraries (a crucial link)
- Local adult basic education programs
- School boards
- Local government structures, such as county boards or town councils
- Local businesses (especially bookstores)
- Labor unions
- Civic or service groups
- Churches
- Social service agencies
- Voluntary action centers (including the Retired Senior Volunteer Program)
- VISTA Volunteers
- Senior Community Service Employment Program
- Local chapters of senior organizations (such as the American Association of Retired Persons or the Gray Panthers)

These relationships are in addition to those already established with other literacy or older adult programs.

The organizations described above can be invited to participate in planning the literacy program on an informal or "as needed" basis, or they can cosponsor the program. They can also be asked to contribute to publicity and recruitment effort, or to the program's financial and material support.

THE PLANNING COMMITTEE

One of your first tasks will be to form a planning committee to structure the program and its operation.

A planning committee could represent the sponsoring organizations (namely staff), and volunteers and members of the local literacy organization, as well as the senior group program. The committee could also include potential tutors and students, plus representatives of community organizations like those described in the previous section. You may want to include business and community leaders, teachers, clergy or local elected officials.

The planning committee and the program staff should work through all stages of planning, organization and implementation of the literacy program for older adults. They should:

a. Choose concrete and manageable goals specific to local needs.

b. Develop an action plan to cover such issues as the role of the sponsors, the geographic area served, and when to evaluate the program's impact.

c. Secure a financial base. Contributions of the sponsor(s) can be augmented by:

- o local government funding from the state department of education or aging, or the county or city government.
- o private or community foundations.
- o local corporations or businesses.
- o voluntary organizations, such as civic, fraternal or service clubs.
- o individuals.
- o combined fund drives, such as the United Way.
- o fees.
- o fundraising events.

- o exchange of goods or services.
- o support from churches.

d. Establish firm working relationships with interested agencies and organizations.

e. Define the responsibilities of the primary program sponsors for the program's operation through a letter of agreement between the senior group program and the literacy program. An example is in Appendix A of this manual.

f. Determine program format; i.e.: location, time - fixed or flexible - and either individual or small group tutoring.

NOTE: In small groups, older adults with literacy problems may feel less singled out for their problem because they receive support from other people in the same situation. Yet, individual tutoring allows for more individualized attention, pacing; and the students may feel less embarassed or shy about participating. Each method has its advantages.

g. Establish procedures for keeping program records like files on tutors and students, financial records, the sponsors' contributions and concerns, information on referrals and program documentation such as public relations and program evaluations.

h. Identify promotion and recruitment techniques for both tutors and students.

i. Secure resources and materials needed to support the learning activities, such as books, magazines, films or audiotapes.

If needed, you can ask for help with these tasks from the agencies listed in the Resources Section of this manual.

OUTREACH STRATEGIES

To find the older adults your literacy program can help, you will need an outreach campaign to promote the program. Outreach should be built on word of mouth, personal contacts and use of non-print media like public service announcements on radio and television.

Older adults with literacy problems are "hard to reach." To make things easier, know your potential student's needs and make sure you're offering something they want. You then need an overall outreach strategy that includes program promotion and recruitment of tutors and students. Outreach is the entire staff's job, from the volunteers to the receptionist to the director.

Successful outreach depends on both what you have to offer and how you market it. The following suggestions may help:

- Know your community and what works well with different groups.

- Become a part of the community; participate in the activities of other agencies.

- Build credibility for your program.

- Target your outreach efforts where the payoffs will be greatest.

- Be persistent in your efforts.

- Visibility is the name of the game -- for both you and your program.

- Word of mouth is the most powerful form of outreach, but you may not see its impact until later. Don't be discouraged if your efforts with community groups produce no immediate response.

PROGRAM PROMOTION AND PUBLICITY

What makes a literacy program promotion different is its participants. They are older and they have literacy problems that other older persons don't.

Program promotion should involve the members and staff of your own and other sponsoring organizations. Consider a community-wide publicity drive to promote all of the sponsor's programs, with special emphasis on the older adult literacy program. Organize a speakers' group to contact and present information at community clubs, churches, and organizations. Remember that the more personal your promotion, the more successful you'll be.

You may be able to tie into a national literacy promotion effort sponsored by the Coalition for Literacy (see Resources Section) and the Advertising Council. Their nationwide advertising campaign can help draw attention to and create interest in your program.

Focus your outreach and promotional activities on contacts with other groups and organizations and on media messages such as radio/tv public service announcements and interviews. Enlist the support of other groups through meeting presentations, posters and joining their outreach networks. Make the best use of local media to advertise your program, get news coverage of its activities and promote its benefits. Some tips for working with the media include:

- o Plan a public relations program. Identify the messages you want to share, the public(s) you want to reach, and the best methods to use.

- Learn about the media people - reporters, columnists, talk-show hosts - in your community. Decide who's best for your purpose and what kinds of information they're likely to use.

- Write your own press releases, calendar listings or public service announcements. Call first to find the right person, briefly state your purpose and send information in enough time to be used. (See Appendix B)

- Provide media representatives with background or materials to learn about your program. Gear your materials to their needs and interests. Follow-up quickly to answer questions or provide other ideas.

- Establish your reliability. Give additional information when requested. Be accurate and accessible. Sell an idea for a feature or human interest story to only one media representative at a time. Press releases that are strictly news can go to all media simultaneously. Show your appreciation for their help. Most times a thank-you note will both surprise and please them.

CHAPTER III: DIRECT-SERVICE MANAGEMENT ISSUES

Once the initial planning process is complete, concentrate on recruiting tutors and peer supports, training these volunteers and recruiting students.

RECRUITING TUTORS AND PEER SUPPORTS

To structure recruitment and to clarify what you are looking for, develop job descriptions for these volunteer tutor and peer support positions. The process can be fairly informal, with brief summaries of the responsibilities, expectations, and benefits of the position. Job descriptions should also be tailored to the needs of the sponsor and to the characteristics of the community. Examples in Appendix C give you an idea of what to say.

Think about the kind of person who will make a good tutor for your program. In general, you want people with different backgrounds and skills, sexes, residential areas, ethnic backgrounds and educational levels. The characteristics you seek should include patience, adaptability, enthusiasm, respect for individual differences, self-confidence, good communication skills and a strong sense of responsibility. Dedicated, enthusiastic tutors are the keys to student's involvement once they have enrolled. The program's retention rate can increase if the tutors find approaches and materials to suit each individual student.

In your search for tutors, look first to your own members and those of the cosponsors and cooperating agencies. You can discuss the program and the roles of tutors and peer supports at special meetings or through program participation. Referrals of tutors and inquiries will result from publicity and your recruitment efforts. The LEEP demonstration programs have found that the most successful

approaches for recruiting tutors are personal contact, newspapers, radio and television public service announcements, posters and flyers, presentations, notices in church bulletins or newsletters the volunteer clearinghouse and displays at libraries.

In your presentations, be sure to explain your expectations of the tutors and the peer supports. You want them to participate in a three to five day tutor training program and make a year's commitment to provide 35-50 hours of tutoring. It normally takes that long to advance one grade level in reading proficiency. Your tutors and peer supports must be willing to make a major investment of time and energy. The above is only one model of tutor requirements and yours may vary, but tutor and peer support commitment is essential. (See Appendix C)

Stress the benefits of volunteering in the literacy program, such as the convenient location and transportation, free parking, lunch, other recreational or educational programs offered at the facility and most of all, the pleasure that comes from making a positive contribution.

ORIENTING PEER SUPPORTS

In an older adult literacy program, peer supports are vital for motivating students, counteracting their discouragement and helping to prevent drop-out. This valuable job is for those who want to help but who may not have the time or inclination to be a tutor. In your orientation session, discuss their role in assisting and supporting the older learner, providing continuity between tutoring sessions, strengthening the learning process and providing moral and instructional support.

TRAINING TUTORS

Training tutors is probably the element most critical to the program's success. Training shows the most effective ways to work with older learners, how to be a successful tutor and how to select teaching materials that help students reach their goals.

The training program itself is probably best provided by the local affiliate of a national volunteer literacy organizations such as Literacy Volunteers of America or Laubach Literacy Action. These organizations arrange with the local or state affiliate to provide the tutor training. If you can't locate an affiliate program, contact one of the national literacy organizations listed in the Resources Section.

Existing tutor training programs are generally conducted through workshops with audiovisual instruction programs. Training covers such areas as teaching method and materials, communication skills, tutoring skills, lesson plans, learning goals and evaluation of student progress.

For an older adult literacy program, you may want to add:

- o ways to teach older adults.
- o characteristics and needs of older adults with literacy problems.
- o physical or social problems.
- o relevant instructional materials.
- o adapting materials and teaching styles appropriate for individual older learners.
- o creative teaching methods.
- o overcoming motivational or logistical problems.

These issues and others are discussed in the NCOA booklet, Tutoring Older Adults in Literacy Programs. Tutor training workshops are concentrated presentations of methods and techniques to teach reading. The pace and intensity of these workshops must be adapted to older tutors. Be sensitive to their needs and slow down if they are not grasping the content.

In addition to preservice training, most literacy programs involve both the program staff and the tutors in occasional inservice training or informational meetings to share problems and ideas and to reinforce the information in the initial training.

RECRUITING OLDER STUDENTS

Recruitment uses many of the same methods for promoting and publicizing the program. It requires time and effort, but pays off in building a participant base that will carry your literacy program for many years.

Your first priority is to involve not only your own organization, but also your cosponsors. Together you can find ways to draw upon their resources, to involve them in referrals and to support the literacy program within their own organizations. Make sure that your own and your cosponsoring organization's staff know how to handle referrals and where to refer people better served by public school Adult Basic Education (ABE) classes or English as a Second Language (ESL) programs.

With your cosponsors you can set up a referral network by providing program and promotional material to other professionals in the community. Ask them to refer potential students to you. Include clergy, visiting nurses, social workers, outreach workers, employment counselors, employers and managers of retirement communities or senior housing projects. Display your own simply-worded, pictorial posters in shopping malls, banks, Social Security offices, clinics, beauty parlors, laundromats or restaurants. Stress recruitment methods like radio and television that don't depend on the printed word. The LEEP demonstration programs have found word-of-mouth, agency referrals, radio and television spots and promotional visits to other organizations the most successful recruitment techniques.

Consider recruitment events like an introductory tutoring session or an open meeting or reception. These situations present opportunities to stress the program features: specifically the confidentiality of the program.

CHAPTER IV: STRATEGIES FOR SUCCESS

MATCHING STUDENTS AND TUTORS

Once you have recruited both students and tutors, place them in teams that will create a successful learning experience. Get information on tutors' background, experience, interests, and preferences. You need the same from students, as well as a sense of their learning goals. Although examples of registration forms are included in Appendix D, set up a system for students to enroll in the program without asking them to fill out the form. Potential students may be more willing to provide you information in an interview setting.

Part of the successful match of students to tutors is determining the older student's reading level. The local literacy organization will have useful screening tools, but you may want to refer to them as something other than a reading test -- perhaps a "reading readiness measure."

In matching tutors and students, aim for compatibility of interests and personal characteristics. The background data you obtain should provide you with the information you need, you can also contact the referral organization. If the match doesn't work as well as you'd hoped, establish a means for making a change. Try to accomplish it with a minimum amount of disruption to the learning process.

CHOOSING A SITE

The ideal location for this type of literacy program is the facility of the senior group program - senior center, church, community center, retirement center meal site, public library - wherever older adults go for activities. Within the facility, there should be a room or private area for tutoring and storing teaching materials. You may even want to designate this as the facility's "learning center" where

resource materials can be used by students of all levels and interests. However, tutoring can take place at any location convenient to the tutor and the student, even their homes or another community location, particularly when students want their literacy problems to remain confidential.

Try to integrate the literacy program with the other site activities. Your efforts can make the program a legitimate, permanent part of the sponsor's organization. Publicize the literacy program on the activity schedule but find a neutral title such as "Life Skills," "Everyday English" or "Surviving the 80's." Avoid planning tutoring sessions at the same time as entertainment or social activities.

PROVIDING SUPPORT

Tutors need support to maintain their enthusiasm, solve problems, hear new ideas or different approaches, improve their tutoring skills, find new challenges and maintain their interest. This support is provided through inservice training, periodic group meetings, perhaps a newsletter to share ideas and suggestions (see sample newsletter in Appendix F.) Ongoing contact with an experienced tutor or professional should be available to the tutors to answer questions, help solve problems and deal with any frustrations and feelings of failure.

Students in the program also need support in their learning activities. Much of it can come from the peer supports who provide ongoing encouragment, informal counseling and assistance with learning. Family members should also be encouraged to express support for the older person's learning activities.

RECOGNITION

Recognizing contributions made by volunteers is an important way of saying thank you. Schedule recognition events for both tutors and students. These acknowledgements can include parties, special programs, luncheons or awards such as pins or certificates for accomplishments, progress, length of service or just participation. Public recognition events or publicity should be done with the volunteers' and students' permission.

PROGRAM EVALUATION

The purpose of any type of program evaluation is to gather enough information to improve, change or continue the program. Evaluation can assess quality and effectiveness of the program and provide relevant information to be shared with similar programs.

The best evaluation of a literacy program will involve its planning committee, the tutors and the students. Information collected need not be all facts and figures -- valuable knowledge can

be gained from opinions and subjective feelings. Some program aspects to include in the evaluation are:

- o impact of the program on the learners.
- o effectiveness of the program's structure and format.
- o reaction of the tutors and students to the techniques and materials used.
- o whether the interest in and need for the program still exist.
- o whether the sponsor(s) is still the best organization to operate the program.

The evaluation period may also be a good time to let the students or tutors change assignments with minimal disruption or hard feelings.

CHAPTER V: MAJOR FINDINGS OF THE LEEP DEMONSTRATION

During the two years of project LEEP, 27 sites participated in the demonstration phase. Their responsibilities included:

- o starting a literacy program for older adults using older adults as volunteer tutors;
- o testing materials, methods and techniques appropriate for teaching older adults;
- o participating in the project's evaluation.

Because of the variety and diversity in the sites selected, several research methods were used to gather data:

- o At the start of the project, questionnaires were used to gather baseline data from the 27 selected sites.
- o Update questionnaires were used to monitor project development.
- o Five sites were selected for in-depth case studies. At each, NCOA project staff conducted personal interviews with the director of the sponsoring agency, the project coordinator, the cooperating agency (i.e., literacy or aging), tutors and students.
- o At the project's completion, telephone interviews were conducted with the project coordinator at the 22 sites not selected for in-depth study.

The results of the in-depth study are included in the following chapter entitled Program Descriptions.

CHARACTERISTICS OF PARTICIPATING SITES

Types of Sites

Results reported in Table I show that a majority of the participating sites were non-profit (52%) and a large percentage were public/government sponsored (44%). Most agencies were in a separate building or facility (see Table II). About half were senior centers and the other half described their role and function in various ways, including literacy education agencies, area agencies on aging, libraries, public school systems, employment and training programs and community action agencies, (see Table III).

Table I: Agency Sponsorship/Auspice

	Number	%
Public/Govt.	12	44
Voluntary non-profit	7	26
Private profit	1	4
Private non-profit	7	26
	27	100

Table II: Type of Facility

	Number	%
Separate Building	16	59
Churches	4	15
Recreation Com. Cen.	1	4
Housing Project	1	4
Other	5	18
	27	100

Table III: Description of Role & Function

	Number	%
Multipurpose Sr. Centers	12	45
Other (libraries, literacy agencies, area agencies, Title V emloyment programs, etc.)	15	55
	27	100

Site Locations

Attempts were made during the selection process to choose an equal distribution of sites by geographic location and the areas served. While Table IV shows a relatively even geographic distribution, Table V shows that more than half of the sites were located in urban areas. This may be due to the fact that the problem of illiteracy is more apparent in larger, more urban population areas because of higher concentrations of low-income older adults.

Table IV: Distribution of Sites by Geographic Location

	Number	%
Northeast	7	26
North Central	5	18
South	8	30
West	7	26
	27	100

Table V: Distribution of Sites by Area Served

	Number	%
Urban	16	59
Suburban	3	11
Rural	8	30
	27	100

Sizes of Sites

Size was determined by the number of older persons served in an agencies' target area (See Tables VI and VII). Both measures reveal that a higher percentage of large sites participated in the demonstration phase.

Table VI: Number of Older Persons Served

	Number	%
1 - 999	5	18
1000 - 4999	5	18
5000 +	17	64
	27	100

Table VII: Size of Geographic Area Served

	Number	%
Small (1 sq. mile)	0	0
Medium (1-10 sq. miles)	2	7
Large (10 sq. miles)	25	93
	27	100

Illiterate Elderly Population

Each site was asked to approximate the percentage of functionally illiterate, regular program participants. A majority reported that at least 25% of the regular program participants are functionally illiterate (see Table VIII), lacking the basic skills of reading, writing and math.

Table VIII: Percentage of Functionally Illiterate Participants

% of Functionally Illiterate Participants at Sites	Number	%
0% (None)	0	0
10% (Hardly any)	6	22
25% (About a Quarter)	11	41
50% (About Half)	3	11
75% (About Three-Quarters)	3	11
90% (Almost All)	3	11
100% (Everyone)	0	0
No Response	1	4
	27	100

Sixty percent of sites said prior to LEEP they referred participants with literacy problems to other community programs (see Table IX). Further questioning revealed that most of those persons referred do not attend, due to a variety of reasons, including:

- lack of motivation or interest
- lack of transportation
- strange environment
- inconvenient times/locations
- classes beyond their level
- younger teachers who do not relate well to older persons
- not relevant to needs of older persons

Table IX: Types of Literacy Program Referrals

	Number	%
Adult Basic Education	15	56
Volunteer Tutorial Program	7	26
Other	3	11
No Response	2	7
	27	100

SUMMARY FINDINGS OF THE LEEP DEMONSTRATION

A variety of factors need to be considered when determining the success of a site in recruiting and maintaining tutors and students and promoting an awareness of the problem of older adult illiteracy. Project sponsors used a variety of methods, materials and techniques when implementing the project. Outcomes varied, often because of methods used, but also because the project worked differently in each community. A critical constraint was the short period of time in which the project has been operating.

Population Served

White majorities existed in 75 percent of the sites, but many had substantial black, Hispanic or Asian populations. Reasons given for high illiteracy rates among older adults in the populations served included: the lack of emphasis placed on education versus work and raising families during the time they were younger; ethnic elderly who are fluent speakers, but cannot read or write; work that did not require literacy (agricultural or blue-collar work); and extreme isolation (i.e., the Alaskan panhandle). The literacy projects which targeted Appalachian, black and ethnic populations found that these populations often had the supportive atmosphere of peers since illiteracy was not that unusual; other projects found "hidden elderly" who were greatly embarrassed by their illiteracy. This difference was evident at several sites where students could be identified but would not participate, or were tutored, but with great efforts made to keep it confidential.

Current Status

At the time of the project's final evaluation 20 sites were active. Reasons given for inactivity of a program included inadequate funding, inability to recruit students and/or tutors and lack of a literacy coordinator. More than 400-500 tutors had been trained. More than 600 students had participated in LEEP.

Staffing

A dedicated and enthusiastic coordinator, preferably with some knowledge of education and literacy is essential for success. For nine sites the role of coordinator was part of a literacy-related job. Eight sites recruited coordinators to focus on LEEP. In five sites, literacy-related activities were added to a staff person's job, but for many of these sites staff persons with other responsibilities were often unable to dedicate the necessary time to successfully develop the program. In three instances, when the initiating staff person left, the program was not followed through by other staff. One site had a volunteer coordinator, but others found that the job was "too big for a volunteer." Other staff persons working on LEEP included active trainers and resource persons, VISTA volunteers, senior center and RSVP directors, plus volunteers who helped in various aspects of program administration.

Advisory Boards

More than half of the participating sites had an advisory board, either already established or formed for literacy. Membership generally included representatives of libraries and senior service agencies, retired teachers, clergy, community residents, school board members, literacy affiliates and local businesses. Many board members also cosponsored the project and provided materials, administrative support, public relations and referrals.

Funding

Thirteen of the 27 participating sites reported that they had received some funding for LEEP from one or more sources: two received funds from the Federal government; six from the state government; one site acquired county discretionary funds and four sites received private funds. Four sites provided Retired Senior Volunteer Program (RSVP) reimbursements for tutors and in a few sites Senior Community Service Employment Program (SCSEP) workers were tutors or students. Federal funds were used for RSVP/VISTA positions and for establishing new literacy sites with participation of area agencies on aging. State support provided funding for a computer literacy project in Juneau, Alaska; an Illinois Library System grant was made for the development of a model to serve homebound older adults; the school board paid for a coordinator in Carolltown-Hollygrove, Louisiana; and a Library Services and Construction Act (LSCA) Title I grant paid a coordinator and a VISTA worker in Nioga, New York. Private money included personal donations and grants for materials and training.

Lack of funding was a major barrier in getting started for several sites that, nevertheless, continued to actively seek money. When a Federal Right to Read grant expired prematurely at one site, it prepared and submitted grant applications to United Way, Green Thumb, RSVP and Gannett Corporation.

Public Relations

Most sites used the media for public relations and recruitment-radio and TV PSAs, news releases, pubic speaking, feature articles, slide show presentations, as well as contact with senior centers and referral agencies. RSVP, retired teacher networks and literacy affiliates were a good source of tutors. Several sites specifically pointed out that "word of mouth" and contacting the "movers and shakers" in the community were most effective. Referrals from agencies who had contact with or served older persons also helped. Innovative PR activities included listing tutor training in continuing education catalogues, producing LEEP pencils and designing a LEEP pin. Four sites also prepared and mailed newsletters dedicated to literacy and two sites were developing computer literacy programs.

Recruitment

Student recruitment should emphasize improved reading skills, and letting students know they are not alone in seeking assistance. Benefits of learning should emphasize the relevant: reading the Bible, the newspaper, medical forms and stories to grandchildren. One site gained publicity when elected officials came to the center to read with the students. The same center also staged a mock eye examination of students to see if they could read words and letters.

Sensitivity to the need for confidentiality and using a personal approach proved critical. In some instances, it was important to establish contacts in the community and cultivate social relationships with seniors before approaching them about the literacy project. Many sites also noted that "literacy" had negative connotations and chose to use different terms or titles, such as "Improve Your Reading and Writing Skills," "A Reading Forum," "Learning About Medicare and Social Security" and "Life Enrichment."

Training

Tutor training methods and training time varied considerably. For example, of the seven sites that used the Literacy Volunteers of America (LVA) method, which consists of an 18-hour workshop; one training period extended over five weeks, one site included an additional three-hour session on the use of computer instruction, one site met one evening a week for five weeks with a follow-up workshop six weeks later, and another met for three consecutive six-hour sessions.

Eight sites used the phonetic methods of Laubach Literacy Action (LLA). Again, schedules varied, but most did the tutor training over consecutive days or within the same week.

Crosstraining using LVA and Laubach was tried. Two sites used Adult Basic Education (ABE) materials, one tried its own format using family histories and one developed a Christian-based Literacy Series.

Tutor training generally took place in spring of 1985 with a few sessions held in early fall. Two sites reported training every month upon request and one had workshops quarterly. While length of workshops varied, training proved most effective when it was offered in the morning with older volunteers participating with their peers. Training was also more effective when slowed down to accomodate the elderly's various learning styles and learning was reinforced through a variety of activities.

Matching

Most tutors and students met at their mutual convenience, often the basis for matching them. A few sites tried to match personalities through tutor applications, interviews and preferences, but acknowledged that the need for people to meet and get acquainted was more important for a successful match. Immediate matching following training was important. Students and tutors met in homes, agency offices, libraries, senior centers and churches. For the Homebound Model in Carbondale, Illinois, tutoring was conducted in two elderly housing settings and a long-term care facility. Several persons stressed the need for privacy while tutoring. The majority met two to three hours a week.

Assessment of Reading Level

Most sites assessed reading levels by using the test associated with their affiliated literacy group (LVA's READ test; Laubach skills level testing; ABE screening). Several sites used only informal assessment based on goals, interests, filling out forms, decoding words and doing various exercises. As a result of testing, one project coordinator noted the possibility of a potential student's learning disability and a few coordinators mentioned that they had discovered eyesight problems in potential students.

In-Service Training

Tutor in-service training was most often provided by a literacy affiliate, an education specialist or the project coordinator. Follow-up and support for tutors included weekly or monthly phone calls, newsletters, monthly meetings, recognition banquets and social events. Support for students was more informal and provided mostly by tutors. Tutoring was often kept confidential, but sites reported several instances of peer encouragement and more public recognition such as graduation ceremonies for individuals completing a workbook or moving from individual tutoring into group classes.

Increasing Awareness

Data collected indicate a significant increase in awareness of the problem of illiteracy among older adults at the local, state and national levels. At the local level, the development of a literacy education program for the elderly served as a vehicle to educate tutors, professionals, agency staff, community leaders and others to the special needs of this hidden population. Raised awareness at the local level came through student and tutor recruitment, advisory boards and public relations efforts.

At the state level, state offices on aging, state departments of education and state councils and affiliates of various literacy organizations received information on LEEP and became more familiar with both the need to serve this large population of illiterate older adults and the potential pool of volunteers available within the elderly population. Twenty state offices on aging received grants from the U.S. Department of Health and Human Services' Administration on Aging (AoA) to conduct older adult literacy programs. These funds were for one year only. In many instances, LEEP staff cooperated at the national and state level in developing and implementing the AoA state programs.

At the national level, older adults have gained considerable recognition and notice as students and tutors as a result of LEEP. NCOA worked cooperatively with the Literacy Volunteers of America (LVA), Laubach Literacy Action (LLA) and the U.S. Department of Education and many other literacy groups to implement Project LEEP.

CHAPTER VI: PROGRAM DESCRIPTIONS

The Literacy Education for the Elderly Project (LEEP) purposely involved a mix of sponsors, including senior centers, libraries, public schools, area agencies on aging and community action agencies. They represent public and private agencies, urban and rural locations, large and small programs. Each demonstration site collaborates with community resources to carry out LEEP objectives and sought its own funding to support a project coordinator and cover project costs. These requirements strengthened the project's ability to continue LEEP beyond the term of the Fund for the Improvement of Postsecondary Education (FIPSE) grant to NCOA.

Five different communities that sponsored a LEEP project are described below. The strengths of the projects were that they were supported by the community and met a long neglected need. Some weaknesses were an inability to raise funds for program development and implementation, insufficient salary for project coordinator and the lack of specialized recruitment tools and techniques.

PHILADELPHIA, PENNSYLVANIA

In this large metropolitan area, 39.7 percent of its residents -- approximately 450,000 people--cannot read above fourth grade level. To combat the problem, the Mayor established a Commission on Literacy in 1983 to coordinate literacy efforts citywide. The Commission's purpose is to provide support and technical assistance to existing programs, assist newly created projects, develop a network of those providing services throughout the city and a network of volunteer tutors to work one-on-one with those who want to learn.

The Commission's aim is to evaluate a person's reading level, then place that person either in an existing program or set up a volunteer tutoring program within his or her own neighborhood. LEEP has been integrated into this overall program to meet the special literacy needs of the elderly.

LEEP is implemented through the Mayor's Commission on Literacy under the supervision of a field coordinator. Its main program site is the Emmanuel United Methodist Church located at 17th and York Streets.

Thirty-five seniors joined LEEP in the first three months of its operation. Their reasons for joining were to read the Bible better, take care of personal business or improve basic skills. Some seniors at this site were not even able to sign their name. In addition to a weekly group meeting, each student was paired with a teacher; together they meet as a team throughout the week to work on individual literacy problems.

Seniors were trained as literacy volunteer tutors and instructed by the field coordinator in the Laubach training method adapted for use with older adults. Each tutor received training and materials from the Philadelphia Free Library at no cost.

The program assigned one tutor to one student. Each student is given a preliminary examination to indicate at what level the tutor should start. One hour every Thursday is scheduled for group reading. Anyone can join.

The Executive Director, who takes a personal interest in the progress of the students, emphasizes a peer counseling approach. A dedicated volunteer assistant and former school teacher works closely with the project coordinator. The center has a library shelf with reading materials for tutors to use.

The caring environment is important to the success of the program by making it easier for people to come forward and admit their need. Confidentiality is another key factor. A student's reading level is a matter shared only with his or her tutor. One program tutor said the reason she volunteered was because "you can learn from each other...they can learn from me and I can learn from them."

Many of the students had not attended school beyond third grade due to economic conditions which forced them to work and help out on the farm if they lived in rural communities. The students are highly motivated and open about their learning experience. However, competition with other center programming was a problem in the recruitment process. The coordinator recommended that one day each week be set aside as a back-to-school day to eliminate this problem.

The overall response to the illiteracy problem in Philadelphia has been growing steadily. The Commission has established more than 200 sites throughout the city, including a prison project, and provides seed money for each program's supplies. A directory identifying 48 agencies that provide literacy training for adults has been published. LEEP is still in its initial phase but shows evidence of continuing and expanding as part of the Mayor's citywide literacy effort.

TRENTON, NEW JERSEY

Trenton, New Jersey is an urban community of 90,000 persons, with a population of 18 percent Hispanic and 40 percent black and high rates of unemployment. Seventeen percent of the population is over age 65 and the illiteracy rate among older adults is almost 50 percent.

Several major literacy programs in New Jersey target the adult functional illiterate. However, participation of persons over 65 is extremely low, and no special effort has been made towards their recruitment, nor is there any special instruction provided in training of volunteers to teach the elderly people.

LEEP was made possible through a grant from the New Jersey State Department of Education, Division of Adult Education. It is administered by the Adult Education Department of the Trenton Board of Education. Tutors received 12 hours of training by Literacy Volunteers of New Jersey, and were placed in city-wide sites convenient for student and tutor; that is, housing for the elderly, senior centers, adult day care centers and public schools. Student recruitment was done through talks at meetings, newspaper articles and items in a local publication for senior citizens. A part-time outreach worker helped the project coordinator recruit students.

Since the Trenton project's inception in September 1985, 48 tutors have been trained. Eighty-two referrals of potential students have been secured. One-on-one contacts have produced 52 students who have met at least once with a tutor. Currently, 30 student-teacher matches are scheduled weekly. The grant pays for a part-time coordinator and tutorial materials.

Fifteen LEEP students participated in the Rutgers University Graduate School of Education Center for Adult Development's Volunteer Illiteracy Program Survey. Their responses were compiled separately to permit comparison with information obtained from the general student population. Most LEEP respondents did not know about any other place where they could get help in learning to read better. Lack of information about available classes was the most frequent reason for not participating in any program in the past. Only four respondents had attended classes previously. Their reasons for leaving included termination of the program, not enough attention from the teacher or a dislike of teenagers in the class.

Several differences from the general sample emerged in the responses of the elderly students. Almost all had learned about LEEP through a group presentation. Their decisions to enter the program, unlike the general sample, were not job-related. They wanted to learn to read better: the Bible was the most frequently mentioned, followed by newspapers, mail and books.

The Adult Education Department of Rutgers University provided substantial in-kind services to carry out the program. Student interns gave 10 hours a week and provided transportation for tutors where needed. An Advisory Committee representing many segments of the community met every two months to guide the LEEP operation.

The project took 48 to 56 hours a week of staff time. A part-time coordinator was not sufficient. Transportation was also identified as a major barrier.

Tutors expressed considerable satisfaction. When a tutor-student match was not suitable or the student not motivated, the tutor was placed with a more appropriate student. In one case this happened twice before a suitable match was made. Tutors stated: "Education has no age; it is a continuing thing"...."There is no such thing as you can't learn...student and tutor have to work together."

PARKERSBURG, WEST VIRGINIA

The LEEP sponsor in Parkersburg is the Senior Community Service Employment Program (SCSEP), a training and placement program for low-income older workers. It operates under the umbrella of the Mid-Ohio Valley Regional Council which serves an eight-county rural area of 2,668 square miles, and Parkersburg is the largest urban area in the region.

The eight-county region has approximately 40,000 residents who are 55 and over, many of whom live in poverty and are functionally illiterate adults. This region also has a high unemployment rate. Formerly a mining and farming community, today it is supported by small manufacturing companies of glass, chemicals and plastics. As plants become automated, workers are laid off because they are not literate enough to adapt to job changes.

The LEEP project coordinator is an SCSEP worker and devotes one day a week to implementing the literacy program for older adults. As a former newspaperman, he understands the value of publicity in raising community awareness. He contacted two state universities, the West Virginia Department of Education, the State Congressional Representatives and Literacy Volunteers of West Virginia (LVWV) to start the LEEP program.

A contact person was identified in each of the eight counties to serve in an advisory capacity. The eight people included a community college representative, a retired school teacher, directors of county

literacy programs and directors of senior centers. To avoid confusion with other local programs having acronyms similar to LEEP, the program changed its name to the "Over-55 Literacy Project."

An intensive public relations campaign introduced the program. News releases were sent to the papers, and articles written; talks were given at meetings of senior citizens groups. A VISTA volunteer assigned to the project designed visual aids to publicize the project. Meetings in these counties resulted in participants forming an active literacy program.

American Express' Project "Hometown America," awarded $15,000 to LEEP, chosen from among 4,000 applications submitted from 46 states and the Virgin Islands. The grant required matching funds which were supplied by American Cyanamid.

Employment for the elderly has been the principle focus of SCSEP's efforts. The agency believes some older adults who couldn't previously may be employable after the training, while some who are employed now may want to improve their reading ability in order to get better jobs. Besides being able to understand employment ads and fill out job applications, seniors' reasons for wanting to read include the ability to administer one's medicine safely without help from a relative or friend, read and pay bills, manage with menus and restaurant checks, write letters to family members, read to grandchildren and read the Bible.

Literacy Volunteers of West Virginia provided materials and collaborated on a project poster that has been distributed throughout the eight-county region. LVWV, like the Senior Community Service Employment Program, is based in Parkersburg and has assigned one of its staff members to work with an SCSEP representative on trips to promote the project. Cooperation with the literacy groups has resulted in their heightened interest in including elderly among their pupils.

ONANCOCK, VIRGINIA

The Eastern Shore Community Development Group (ESCDG) serves a two-county area that makes up the Eastern Shore of Virginia. The Shore is a peninsula located on the southern tip of the Delmarva Peninsula between the Chesapeake Bay and the Atlantic Ocean. There are no major cities in either county whose population totals around 48,500.

The ESCDG's service area is comprised of the Accomack-Northampton Planning District, the poorest district in Virginia. Fishing and agriculture, both seasonal and labor-intensive are the major industries. During the summer there is little unemployment; in the winter it soars. Nearly half the residents live at or below the poverty level. One-third of the population is over the age of 55.

Adult illiteracy rates in Northampton are slightly more than 30 percent; in Accomack County, 26 percent. The seniors have had limited or no formal education. They remember when there were no high schools for blacks on the Shore and only boarding academies for whites. Furthermore, many in their age group grew up before the days of compulsory education; consequently, poor families who needed their children to work generally placed a low premium on education.

A project coordinator was recruited by the area agency on aging for LEEP. Working closely with a staff person at Project READ-a volunteer literacy project combining Laubach and LVA methods - and participating in a training session offered in Cambridge, Maryland, the project coordinator began to organize the program. An article placed in the local newspaper generated community response. A visit to a Retired Teachers Association meeting enlisted others. A special training session for older tutors was planned and eight older adults were certified as tutors. To assist with the program development, a part-time worker was enlisted to conduct Daily Living Skills seminars and individual tutoring for senior center participants.

Through these seminars, which were designed to correlate with health seminars given by a nurse, older people who are readers gain vital information related to their health and self-care. Through the seminars, non-reading older adults were identified and referred to one-on-one tutoring. For the non-reading seniors, the seminars provided skills in word recognition, which can prove life-saving.

A variety of teaching methods and materials were used. The seminar leader's 35 years experience as a school teacher proved invaluable. To recruit students, Center directors approached the seniors who lacked basic literacy skills and explained the tutoring program to them. Letters were also sent to social service agencies in the community.

Referrals came from senior center directors, social workers and one health clinic. Six months after the project started, 14 students had been recruited. The sponsoring agency underwrote the project out of its general budget by providing staff support. A total of $750 was donated by Delmarva Power in June 1986 for materials and other support; a much larger list of in-kind donations kept the program alive.

Funding was the biggest roadblock to program development. In an area so small it was difficult for the same agency ask the public for contributions to more than one program. The agency sponsoring LEEP was trying to save a desperately needed home health program and fundraising efforts were focused on it.

The community supports the program wholeheartedly. A Literacy Council, to focus on the needs of illiterates of all ages, is being established to give a more unified approach to the literacy needs of the community. Students are widely scattered geographically, so tutors travel great distances. Community awareness, however, is increasing and with time more of the elderly will hear that the program is available. The tutors range in age from 55 to 81. The students' age range is 55 to 83.

The problem of illiteracy among older adults and the benefits of LEEP were eloquently expressed by the project coordinator:

"I have learned, for instance, that many of our seniors are hungry because they do not know how to apply for food stamps and other services that might be available to them. I know that many of them suffer ill health because they cannot read the labels on their medicine bottles. I know that some elderly persons never eat out because they do not know how to read a menu. I know that more people that I care to imagine live in isolation because they do not know how to use the telephone.

"But I will never know the daily pain that our non-reading elderly endure, living in a world that assumes a certain level of literacy for all persons. I do not know what it is like for them to shop for groceries with the meager funds available to them without knowing whether they have enough money.

"I cannot know what it means not to have a bank acccount, not to be able to vote in the greatest democracy in the world, not to be able to sign a child's report card, or sign a release form allowing doctor to perform life-saving surgery.

"One of our students told me about a time when she had surgery and was in the hospital for several days. 'I got dozens of beautiful cards and flowers,' she explained with tears in her eyes, 'and I had no idea who sent them.' I do not, I confess, know anything about that kind of suffering.

"But I know first-hand the gratitude of our students when they begin to unlock the chains of illiteracy that have bound them for so long. I see the pride in their faces when they first recognize the name of the town where they live. I see the gleam in their eyes when they hold their first book--and know what it contains. I feel their gratitude when one of our students, who lives in a shack without running water, insists that her tutor take a dollar from her as a token of her appreciation.

"Project LEEP is not the kind of job I was looking for last fall. And some nights when it wakes me up, I want to give it back. But I am driven to continue, not by what I have taught anyone, but by what my students have taught me."

WASHINGTON, D.C.

In January, 1985, The National Council on the Aging in connection with its national demonstration program (LEEP), undertook to initiate a literacy project targeted to older adults in the Washington, D.C.

area, with support from The Mars Foundation. The program was to serve as a local laboratory to study methods and techniques and identify problem areas in developing literacy programs in an urban community.

The Washington D.C. area has a high level of illiteracy among its older population. Of the 84,310 persons over the age of 65 in the community, 1,293 have never gone to school and 5,822 have had no higher than a fourth grade education.

A first step in organizing the D.C. literacy project was to seek local support. NCOA staff met with the Executive Director of the D.C. Office on Aging, to discuss the proposed project and seek their cooperation. Following this meeting, NCOA:

- prepared and disseminated throughout the community an announcement of the project's goals and a call for older volunteers to be trained as tutors. The announcements were mailed to community agencies, including senior centers, churches, senior housing sites, libraries and the D.C. Department of Education. The project was also publicized through newspaper items and radio public service announcements.

- convened an advisory committee of local community leaders concerned with the problem of literacy in the D.C. area to seek advice and to gain their support in recruiting tutors, identifying older adults in need of literacy training and encourage them to incorporate a literacy program in their agency/service agenda.

Twenty-five older adult volunteers were recruited and enrolled in a three-day comprehensive training program on how to use the Literacy Volunteers of America (LVA) method. A part-time project coordinator was hired to recruit students and match them with trained tutors. The project coordinator worked closely with D.C. Office on Aging staff to recruit volunteers from local sites serving older adults for participating in the training program. Fifteen local agencies agreed to allow LEEP tutors to work with students at their sites. Agency staff assigned to LEEP attended informal meetings to share information, discuss program implementation strategies and address common concerns.

Several in-service training sessions for the tutors were led by the project coordinator. These sessions reviewed the four LVA teaching techniques: language experience, sight words, phonics and word patterns. Tutors also shared information regarding their experiences and worked cooperatively to solve problems.

The project coordinator trained a number of volunteers to help with specific areas of program management including:

- an administrative assistant was recruited to help maintain records of volunteer time and served as a liaison with the D.C. RSVP Office;

- o a newsletter editor was identified to coordinate, type and produce the LEEP newsletter, TUTOR NEWS. TUTOR NEWS was published monthly for all tutors, site contact persons and other interested individuals;

- o three volunteers were assigned to serve as Tutor Liaisons. They maintained regular contact with the larger group of volunteer tutors in addition to their work with individual students. Problems, social needs and other concerns or ideas were then conveyed to the project coordinator.

The first year of the project enabled NCOA, to organize community support, publicize the project, recruit and train tutors, work with project site directors and develop procedures to assure effective student-tutor matches. During the year, staff worked with more than 100 different individuals on various aspects of this project. Arrangements were made with the Retired Senior Volunteer Program (RSVP) to provide LEEP tutors the option of registering with RSVP and accruing benefits such as travel reimbursement, national recognition and accident insurance.

These preliminary efforts provided a foundation upon which to begin to build a program and were essential to the project's future success. NCOA's overall goal was to incorporate D.C. LEEP into an ongoing community endeavor.

CHAPTER VII: RESOURCES

The organizations sponsoring older adult literacy programs should be those skilled in program development. The best places will be local literacy organizations, local public and private programs serving older adults and the other public or private service programs in the community described earlier as possible program sponsors or important linkages to establish. Technical assistance on the mechanics or strategies can also be requested from the following Resource List. It was developed by Linda Church and edited by Philip Rose of Laubach Literacy Action as part of a project supported by ACTION and B. Dalton Bookseller. We have included it here with their permission because of its comprehensive listing of organizations that can be useful to anyone interested in developing literacy programs for older adults.

For easy reference, it is divided into sections on:

- Training and Technical Assistance
- Coordination and Support
- Funding and Resource Development
- Clearinghouses/Information and Referral

TRAINING AND TECHNICAL ASSISTANCE

ADULT BASIC EDUCATION (ABE) Phone: (202)732-2388
Office of Vocational & Adult Education
Division of Adult Education
400 Maryland Ave., SW
Washington, DC 20202

Description:

The Federal Adult Basic Education (ABE) program is designed to provide services to adults 16 years of age or older who completed less than 12 years of school and are not currently enrolled in public schools. ABE programs provide reading, writing and other basic skills instruction, English as a Second Language (ESL) and classes designed to help adults acquire their high school general equivalency diploma (GED). The ABE program is the largest single adult basic skills program in the U.S.

Usefulness to Programs for Older Adults:

ABE programs are fundamental to all local school systems and take many forms. Contact local ABE programs to find out whom they are recruiting, how many students are involved, how ABE may relate to your own program and what materials might be available. ABE is group instruction and a good source for your students who "graduate" from your program into a GED program.

LAUBACH LITERACY ACTION Phone: (315) 422-9121
Laubach Literacy International
1320 Jamesville Avenue, Box 131
Syracuse, NY 13210

Description:

Laubach Literacy Action (LLA) is Laubach Literacy International's volunteer membership organization in the United States, with 50,000 trained volunteers in 600 communities. Each year volunteers work with 600,000 adults, most of whom read at or below the third grade level. Nearly half of these adults are learning English as a Second Language. LLA is a charter member of the National Coalition for Literacy.

New Readers Press, LLI's publishing division in the U.S., produces instructional materials, two weekly newspapers and over 100 texts and books for adults and older youth whose reading skills are 6th grade or less.

Publications

a. Challenger - New Adult Reading Series
b. Laubach Way to Reading - basic reading and writing program

c. Laubach Way to English - basic English for speakers of other languages
d. News For You - weekly newspaper for adults with special reading needs
e. Newscan - weekly newspaper that focuses on young students
f. Catalog - complete listing of all materials available through New Readers Press.

Usefulness to Programs for Older Adults:

LLA has extensive networks, training, and materials specifically designed for literacy work. Membership is not expensive and benefits are substantial. Councils and networks are active in almost every state.

LITERACY VOLUNTEERS OF AMERICA, INC. (LVA) Phone: (315) 445-8000
Widewaters One
5795 Widewaters Parkway
Syracuse, NY 13214

Description:

LVA utilizes trained volunteer tutors to work with adults in basic literacy and ESL in the U.S. and Canada. Approximately 30,000 tutors and students work through local LVA programs called "affiliates" (organized similarly to LLA councils). LVA state organizations provide support services to local affiliates in a number of areas. LVA offers technical assistance training for tutors, workshop leaders and program managers, as well as special consulting services. It also sponsors an annual conference in the fall. LVA is a charter member of the National Coalition for Literacy.

Publications:

a. The Reader - monthly membership newsletter
b. Tutor - handbook used by basic literacy tutors
c. READ - Reading Evaluation Adult Diagnosis for assessing a student's entry-level skills
d. Read On! - a series of 10 student workbooks and 10 textbooks (with Teacher's Guide) which range from 0-7th grade reading level
e. I Speak English - handbook used by ESL tutors
f. LVA Materials and Services Catalog describing other available program support materials and technical assistance
g. Management Handbook for Volunteer Programs

Usefulness to Programs for Older Adults:

LVA has excellent resources, training and networks. It does not have a low-cost "individual membership category" but the cost of affliation is well worth it.

LUTHERAN CHURCH WOMEN (LCW)
Volunteer Reading Aides (VRA)
2900 Queen Lane
Philadelphia, PA 19129

Phone: (215) 438-2200

Description:

Lutheran Church Women is the auxiliary of the Lutheran Church in America. Its coordinator provides program planning, consultation and training to local communities and organizations wishing to develop adult volunteer literacy programs. LCA assists interested groups in developing low-cost easy-to-read materials for adults. Tutors are trained in basic literacy of ESL and generally utilize the materials and techniques developed by Laubach Literacy Action or Literacy Volunteers of America, Inc.

LCW has identified and trained state and regional volunteers to assist in the development of volunteer literacy efforts in their areas.

Publications:

a. A Study of Volunteer Adult Basic Literacy Organizations in the United States and Canada with Recommendations for the Provision of Technical Assistance
b. Handbook for Volunteer Reading Aides
c. Emergency English - a handbook for ESL tutors and student workbook (tutor training videotape also available)

Usefulness to Programs for Older Adults:

LCW is a practical resource. Write for their catalogue of materials, and ask if there is someone from LCW in your area who can act as a contact person. The materials are pragmatic; for example, pamphlets on repairing things and developing other practical skills are included in this publication.

COORDINATION AND SUPPORT

ADULT LITERACY INITIATIVE (ALI)
FOB 6, Room 4145
400 Maryland Avenue, SW
Washington, DC 20020

Phone: (202) 732-2959

Description:

The Adult Literacy Initiative (ALI) is the Department of Education's vehicle for coordinating existing literacy efforts at the Federal level to encourage collaboration of national groups, and recruit new resources and gain support for literacy from public/private sectors.

A special emphasis is on learning how business and industry can play a larger and more sustained role in reducing illiteracy.

Usefulness to Programs for Older Adults:

The Department of Education's efforts in the area of literacy will enhance the work of ABE programs and other volunteer literacy networks. Write ALI to be put on the mailing list and to receive their newsletter "Adult Literacy Update."

AMERICAN ASSOCIATION FOR ADULT & CONTINUING EDUCATION (AAACE)
1201 16th Street, NW, Suite 230
Washington, DC 20036

Phone: (202) 822-7866

Description:

National membership association for persons in the field of adult and continuing education, including those in volunteer literacy. AAACE is a consolidation of the former Adult Education Association (AEA) and the National Association for Public Continuing and Adult Education (NAPCAE). AAACE has both state and regional affiliates.

Publications:

a. Lifelong Learning
b. Adult Education Quarterly
c. Membership Directory
d. AAACE Newsletter

Usefulness to Programs for Older Adults:

As the professional organization in adult education, AAACE will become important to you as your program grows. Write the national office for information about your state branch, and ask to be put on a general mailing list, both state and national. The organization's annual state conference has many workshops on literacy and the teaching of reading. Membership is recommended if you have the money, otherwise obtain information and materials through local schools, community colleges, universities or ABE programs.

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street
Chicago, IL 60611

Phone: (312) 944-6780

Description:

ALA has regional and state affiliates, sponsors major conferences each year and is a charter member of The National Coalition for Literacy. ALA has taken an increased role in promoting literacy and involving local and state library people and resources with literacy campaigns.

Usefulness to Programs for Older Adults:

Write and ask for a local ALA contact person involved in literacy. Ask to be put on the general mailing list for upcoming conferences, which have a number of training opportunities in the area of literacy. ALA is an advocate and ally for developing literacy programs.

COALITION FOR LITERACY
American Library Association (ALA)
50 E. Huron Street
Chicago, IL 60611

Phone: (312) 944-6780

Description:

The Coalition for Literacy is an organization of national literacy leaders linked together to bring America's literacy problem to light. In a public and private sector partnership, the Coalition has joined with the Ad Council to launch a national literacy awareness/media campaign.

Usefulness to Programs for Older Adults:

Because the Coalition works closely with the CONTACT Literacy Center, the Contact newsletter & "800 number" (800-228-8813) will be your best sources of information and updates on literacy happenings.

INTERNATIONAL READING ASSOCIATION (IRA)
P.O. Box 8139
800 Barksdale Road
Newark, DE 19714-8139

Phone: (302) 731-1600

Description:

Serving the needs of reading teachers and supervisors, the IRA has approximately 1,150 autonomous state, provincial and local councils. It maintains a strong interest in adult literacy and is one of the charter members of the Coalition for Literacy.

Usefulness to Programs for Older Adults:

The IRA, like the AAEP, is a professional organization specifically focusing on reading teachers and administrators. Membership is a luxury item, unless you happen to have a strong local chapter. Publications tend to be research-oriented and highly technical.

LITERACY EDUCATION FOR THE ELDERLY PROGRAM (LEEP)
National Council on Aging
600 Maryland Avenue, SW
West Wing 100
Washington, DC 20024

Phone: (202) 479-1200

Description:

LEEP was designed to bring literacy education to sites older adults attend in large numbers for other activities and services. Older volunteers were recruited and trained to serve as literacy tutors and provide peer support for other older adults. Twenty-seven sites around the country were selected and served as demonstration projects. Project staff continue to provide consultation and technical assistance on literacy education for older adults and program development.

Usefulness to Programs for Older Adults:

LEEP has developed networks of programs for older adults and stimulated new interest in literacy. NCOA can also be a resource for general materials on education advocacy, volunteerism and aging.

Publications related to literacy (See descriptions for a, b and c in Preface):

a. Organizing a Literacy Program for Older Adults
b. Tutoring Older Adults in Literacy Programs
c. Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor
d. Senior Volunteer Literacy Tutors - a guide for organizing a program in which older persons teach conversational English to non-English speaking persons.

NATIONAL DIFFUSION NETWORK (NDN)
Room 802, Riviere Building
1832 M Street, NW
Washington, DC 20036

Phone: (202) 653-7000

Description:

A federally-funded system that makes education programs available to schools, colleges or other institutions.

NDN funding helps to publicize services and to provide in-service training and follow-up assistance to these institutions. NDN also funds facilitators who help schools and other organizations find out about NDN programs and how to use them.

Usefulness to Programs for Older Adults:

Write to NDN and ask who is your state contact. The network is attempting to make state literacy linkages and to showcase successful "model programs," such as the volunteer One-To-One Program in Louisville, Kentucky.

VOLUNTEER AGAINST ILLITERACY CAMPAIGN
Ad Council
825 Third Avenue
New York, NY 10022

Description:

Developed through the efforts of the Coalition for Literacy, this "private sector" (Benton & Bowles, Inc.) contribution to raise public awareness about illiteracy has produced and distributed newspaper ads, posters, and Public Service Announcements (PSA) for television and radio.

Usefulness to Programs for Older Adults:

If you are serious about using the media to promote literacy and recruit volunteers and students, write the Ad Council for information on what materials are currently available.

PROJECT LITERACY U.S. (PLUS) Phone: (412) 622-1320
WQED
4802 Fifth Avenue
Pittsburgh, PA 15213

Description:

PLUS is a major national media/outreach project on the subject of adult illiteracy in the United States, a public service campaign jointly undertaken by the American Broadcasting Companies, Inc. (ABC) and the Public Broadcasting Service (PBS). The project will operate in two phases: outreach development and awareness-raising through on-air programming during the 1986-87 broadcast season, September until June.

A newly formed station group, the Public Television Outreach Alliance, will lead the effort for PBS, by developing materials and working with a broad range of supportive national organizations. ABC and PBS stations will work with local chapters of these organizations and other local resources to help create or enhance literacy task forces in communities across the nation.

Usefulness to Programs for Older Adults:

NCOA, LVA, LLA and The American Association of Retired Persons (AARP) are just a few of the national organizations involved in PLUS. Find out how PLUS is working in your community, how they are addressing the needs of the elderly and how you might be involved in the effort.

FUNDING AND RESOURCE DEVELOPMENT

ADMINISTRATION ON AGING
Health & Human Services Dept.
330 Independence Avenue, SW
Washington, DC 20201

Phone: (202) 245-0641

Description:

In 1985, the following states received grants of approximately $45,000 each to conduct literacy programs for older Americans, with older Americans as volunteers. A condition of the grants which end in October, 1986, is collaboration with existing literacy programs and groups. States receiving grants are:

Alabama	Indiana	Oklahoma
Alaska	Kansas	Rhode Island
Arkansas	Louisiana	South Carolina
Colorado	Mississippi	Texas
District of Columbia	Nebraska	West Virginia
Florida	New Jersey	Wisconsin
Hawaii	New York	

Usefulness to Programs for Older Adults:

Information about these projects can be obtained by writing to the national office or contacting your own state Agency on Aging.

ASSAULT ON ILLITERACY PROGRAM (AOIP)
507 Fifth Avenue, Suite 1101
New York, NY 10017

Phone: (212) 867-0898

Description:

Formed to serve the literacy needs of the black population with a special emphasis on young adults age 16-24. AOIP reviews and recommends appropriate materials and approaches for motivating and teaching the black non-reader. A primary tool is the Advancer, a weekly supplement printed and distributed with black-owned community newspapers. Most of these papers are associated with Black Media, Inc. (BMI), which provided the original funding for AOIP.

Usefulness to Programs for Older Adults:

AOIP is a good resource for projects with strong participation from your minority community. Write the national office and find out who prints the Advancer in your local community.

B.DALTON BOOKSELLER
One Corporate Center
7505 Metro Blvd.
Minneapolis, MN 55435

Phone: (612) 893-7600

Description:

One of the charter members of the Coalition for Literacy, B. Dalton Bookseller is firmly committed to increasing functional literacy in the U.S. It provides grants to local, state and national organizations, provides program and management consulting, and helps identify local resources and encourages store employees to become involved in literacy programs. Many serve as tutors, members of boards of directors or members of other committees. In 1984, B. Dalton published "Guidelines for Effective Adult Literacy Programs," which incorporated suggestions from national, state and local leaders in the field of literacy education.

Usefulness to Programs for Older Adults:

Write for guidelines on grant money, for which you may be eligible. B. Dalton stores will also display special literacy posters and distribute bookmarks to their customers. Store-sponsored "Literacy Days" allot a percentage of the money gained from one day's sales to a literacy project.

BUSINESS COUNCIL FOR EFFECTIVE LITERACY (BCEL)
1221 Avenue of the Americas, 35th Floor
New York, NY 10020

Phone: (212) 512-2415 or 2412

Description:

A publicly-supported foundation, with paid staff, established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL publishes a newsletter for the business community and is available on request from the address above. A brochure, entitled "Functional Illiteracy Hurts Business," describes the many ways businesses are or can be involved in the literacy effort.

Usefulness to Programs for Older Adults:

Businesses can be a good resource for literacy projects. Write to the BCEL and ask to be put on its mailing list; send a list of key businesses in your area to BECL and it will mail information to them. If you are attempting to reach and educate local businesses for contributions, tutors, students or tutoring space, BCEL has excellent materials.

LIBRARIES SERVICES
Division of Library Programs
Center for Libraries & Education Improvement
U.S. Dept. of Education - Rm 613, Brown Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1630

Phone: (202) 254-9665

Description:

The Library Services and Construction Act (LSCA) was originally authorized under the Library Services Act of 1956. Funds are disbursed to local and state libraries from the Federal government through a state formula grant program with matching requirements. One of the areas funded under this Act is that of library literacy services. Many libraries have used LSCA funds to develop local literacy councils that continued to function when the LSCA grant ended.

Usefulness to Programs for Older Adults:

Literacy programs are often closely connected with their local libraries, which serve as a rich source of materials and support. In addition, the national division of library programs gives special grants to local libraries to develop literacy councils and literacy campaigns. You may wish to discuss this possibility with your local library.

JOB TRAINING PARTNERSHIP ACT (JTPA) Phone: (202) 376-6600
U.S. Department of Labor
Employment and Training Administration
Washington, DC 20210

Description:

The purpose of this act is to prepare economically disadvantaged youth and unskilled adults for entry into the labor force through job training. This act was implemented in October 1983; it replaced the Comprehensive Employment and Training Act (CETA).

Usefulness to Programs for Older Adults:

JTPA can be a source of students for your program. Contact your local representatives, to begin the recruiting process.

U.S. DEPARTMENT OF EDUCATION Phone: (202) 472-9020
400 Maryland Avenue, SW Rm 4145
Washington, DC 20202

Two programs can serve as resources for programs for older adults:

Federal Employee Literacy Training Program (FELT)

Description:

A program designed to involve Federal employees as tutors and to encourage Federal agencies to provide space for literacy programs. Information about this program can be obtained from your Department of Education Regional Representative.

Usefulness to Programs for Older Adults:

The Federal government strongly encourages its employees to become involved in literacy programs. Here you can recruit tutors, board

members and volunteers. In one city, an entire floor in the Federal building was made available for a literacy program.

College Work-Study Program

Description:

In 1984, 18 colleges and universities received increased funding to serve as pilot projects for the training of students to assist in local literacy programs. Work-study funds enable students who need financial aid to be paid for their services.

Usefulness to Programs for Older Adults:

You may wish to recruit college work-study students, not as tutors, but as material developers, or coordinators of activities at the office level and other volunteer work.

CLEARINGHOUSES/INFORMATION & REFERRAL

ASSOCIATION FOR COMMUNITY BASED EDUCATION (ACBE)
1806 Vernon Street, NW
Washington, DC 20009

Phone: (202) 462-6333

Description:

ACBE is the Clearinghouse for Community Based and Free Standing Educational Institutions. It provides information and support to member groups that work outside of the publicly supported educational establishment. ACBE provides some technical assistance in community and organizational assessment and fund development. ACBE sponsors an annual conference each fall.

Usefulness to Programs for Older Adults:

ACBE is a valuable resource for literacy projects that form outside of the more formal institutions such as the libraries or the school systems. They represent the grass-roots efforts of local organizations.

CONTACT LITERACY CENTER
P.O. Box 81826
Lincoln, NE 68501-1826

Phone: (800) 228-8813
or (402) 464-0602

Description:

This is a division of the Contact Center, Inc., which began in 1978 and was then a project of the American Association of Advertising Agencies (AAAA). The Center provides the following free brochures:

a. Coalition for Literacy - a description
b. How to Form a State or Local Literacy Coalition
c. How to Form a Community Volunteer Literacy Program

d. Literacy - Libraries Can Make It Happen
e. Tips on Fund Raising
f. Basics of Public Relations
g. Using Volunteers in ABE Programs
h. One-To-One Tutoring

In addition, a toll-free 800 number is used on all components of the national literacy campaign prepared by the Advertising Council and sponsored by the Coalition for Literacy.

Publications:

The Written Word - a monthly four-page newsletter sent to all subscribers.

Usefulness to Programs for Older Adults:

Call and request copies of free brochures, pamphlets and a complete list of literacy services in your area. Ask that your organization be added to their information and referral list for the purpose of recruiting students, tutors and other volunteers. A small sum entitles you to subscribe to The Written Word.

ERIC CLEARINGHOUSE ON ADULT CAREER
& VOCATIONAL EDUCATION
1960 Kenny Road
Columbus, OH 43210

Phone: (614) 486-3655
or (800) 848-4815

Description:

The ERIC (Educational Resources Information Center) system is sponsored by the National Institute of Education, within the U.S. Department of Education. It provides users access to English-language literature dealing with education through a variety of services including data bases, on-line computer access to ERIC files and microfiche.

Usefulness to Programs for Older Adults:

ERIC is the most extensive compilation of materials, obscure and popular, on the subject of education. You can gain access to ERIC through your local colleges and/or universities. Because this service costs money, local organizations have been creative in using ERIC by recruiting students to do projects for them or working with a local librarian who will make computer searches for specific materials.

LITLINE
SPECIALNET
2021 N Street, NW Suite 315
Washington, DC 20006

Phone: (202) 296-1800

Description:

Litline is a telecommunications network for literacy organizations;

it enables computers to "talk" to one another. Devoted exclusively to adult literacy, it is sponsored by the Adult Literacy Initiative and the Mayor's Commission on Literacy in Philadelphia for sending printed messages, teleconferencing and an electronic newsletter.

Usefulness to Programs for Older Adults:

Litline is the newest effort by the Adult Literacy Initiative to use computers and telecommunications for literacy services. Programs for older adults may wish to urge larger institutions in their locality to try it. The system requires a computer/word processor, a touch-tone telephone and modem.

NATIONAL ADULT EDUCATION CLEARINGHOUSE
Montclair State College
Center for Continuing Education
Upper Montclair, NJ 07043
Phone: (201) 893-4353

Description:

The NAEC has an extensive collection of materials on aging and older adults plus commercially produced instructional materials. These include textbooks, magazines, brochures and manuals that relate to reading, math, coping skills, and life skills. Materials will be mailed for the cost of postage and handling only.

Usefulness to Programs for Older Adults:

NAEC has most of the materials now being published for teaching basic skills such as writing a check and filling out forms. Emphasis is on developing materials for older adults.

NATIONAL VOLUNTEER NETWORK
Division of Adult Education
U.S. Department of Education
Reporters Building, Rm 522
400 Maryland Avenue, SW
Washington, DC 20202-5515
Phone: (202) 732-2413

Description:

The Network was formed in conjunction with the Clearinghouse on Adult Education as a forum for state and local education practitioners. Materials have been developed to relate specifically to the efforts of volunteers of all ages.

Usefulness to Programs for Older Adults:

Project Directors can use the NVN to learn about any aspect of volunteerism. Ask to be put on the mailing list and request a copy of the free bibliography and newsletter.

APPENDICES

OLDER ADULT LITERACY PROGRAM
SPONSORS' WORKING AGREEMENT

This AGREEMENT confirms the arrangement made between (the senior group program) and (the voluntary literacy organization) to work cooperatively to implement a literacy program for and by the elderly. It is based on a sharing of resources that corresponds with the capabilities and expertise of each sponsor.

(The senior group program) agrees to:

1. start a literacy program in a site that serves older adults.
2. designate a program coordinator.
3. organize the advisory committee.
4. identify functionally illiterate older adults in need of literacy education.
5. develop a corps of tutors and peer supports.
6. arrange space for training older adults as tutors.
7. identify and recruit older adults in need of literacy tutoring.
8. pay for tutor materials.
9. provide space for working with students.
10. monitor the program operation.
11. maintain records and reports.
12. launch a public relations campaign.

(The voluntary literacy organization) agrees to:

1. provide tutor training and materials.
2. offer instruction and technical assistance on program management.
3. assist in matching tutors and students.
4. supervise tutors.
5. give follow-up supervision.

The signatures below indicate that the responsibilities outlined in this agreement are acceptable to each sponsor, and each sponsor agrees to fulfill its part in the development and operation of the program.

(For the senior group program)	(For the voluntary literacy program)
(Date)	(Date)

SAMPLE PRESS RELEASE APPENDIX B

Date For further information, contact:

FOR IMMEDIATE RELEASE (Name)
(Telephone)

OLDER VOLUNTEERS TO BE LITERACY TUTORS

Volunteers (55 or more years of age) will attend a three-day training course to become tutors of older adults who cannot read or write well enough to cope with life's daily activities.

The course for approximately 50 volunteers will be held June 19-21 at headquarters of the National Council on Aging (NCOA), 600 Maryland Avenue, S.W., Washington, D.C. Staff from the Literacy Volunteers of America, Syracuse, N.Y., will conduct the training.

Older citizens comprise 38 percent of the functionally illiterate adult population in the United States. Because few participate in programs designed for adult illiterates, NCOA has received grants from the Fund for the Improvement of Post-secondary Education (FIPSE) and The Mars Foundation to provide literacy training at sites serving large numbers of older persons.

Washington, D.C., is one of the 25 sites in the country in the NCOA-sponsored project called Literacy Education for the Elderly Project (LEEP). Each volunteer will be expected to spend two hours once or twice a week with a student for six to nine months. For more information, contact Bella Jacobs or Catherine Ventura-Merkel at NCOA (202/479-1200).

NCOA is a national nonprofit membership organization dedicated to improving the quality of life for older Americans.

Literacy Tutor

A literacy tutor works with an individual or a small group of people to help improve literacy skills and meet the learning goals that each person has set for himself or herself.

The tutor is responsible for:

- satisfactorily completing the literacy volunteer tutor training program.
- tailoring lessons to individual needs and interests.
- tutoring a student a minimum of 50 hours.
- periodically evaluating the student's progress.
- attending any required inservice training sessions.
- notifying the Tutor Coordinator if problems arise and/or when tutoring sessions end.
- encouraging the student to continue his or her learning efforts through such means as attending Adult Basic Education classes.

Training Provided: 18-25 hour tutor training workshop; periodic inservice training sessions dealing with materials and techniques.

Commitment Required: Attendance at initial and inservice training; minimum 50 hours of tutoring.

Qualifications: Willingness to make a lasting commitment to fulfilling the above listed responsibilities.

Comments: A Tutor Contact is assigned to each tutor and is available for guidance whenever problems arise either in the tutor-student relationship or in the need for materials or techniques.

Peer Support

A peer support in a literacy education program provides encouragement for and assistance with older an student's learning activities. Depending on the needs and interests of the student, the peer support might:

- o work with students on reading or writing skills between tutoring sessions.
- o talk with students about their progress and problems, help them find solutions if needed.
- o involve the students in other types of learning experiences like field trips, learning games or interactions with others.
- o draw the students' families into the learning process.

Responsibilities

- o Attend an orientation program for peer supports.
- o Assist tutors in small group sessions.
- o Discuss any problems with the tutors and their coordinator.

Qualifications: Willingness to make a commitment to fulfill these assignments and responsibilities.

Please Type or Print Clearly Fee Enclosed _____

APPLICATION FOR LITERACY TUTORS

Date _____

NAME: _____ Age: _____

Address: _____

_____

Phone: Home _____ Business _____

Present or Former Occupation: _____

Person to Contact in Case of Emergency: _____

Phone: _____

Marital Status: _____ # of Children _____ Grandchildren _____

Education: _____

_____

Teaching or Tutoring Experience: _____

_____

Volunteer Experience (organizations, religious groups, service clubs, etc.): _____

_____

Hobbies or Special Interests: _____

_____

Check When You Are Available to Tutor: Days ___ Evenings ___ Week-ends ___ Mon ___ Tues ___ Wed ___ Thurs ___ Fri ___ Sat ___ Sun ___

Hours Available: _____

Teaching Preference: Male ___ Female ___ No Preference ___

How did you hear about this program? _____

_____

STUDENT INFORMATION FORM

Student's Name: _____ Date: _____

Address: _____

_____

Phone: Home: _____ Business: _____

Age: _____ Male: _____ Female: _____

Present or Former Occupation: _____

Person to Contact in Case of Emergency: _____

Phone: _____

Marital Status: _____ # of Children ____ Grandchildren _____

Number of Years Attended School: _____

Referred By: _____

Agency or Relationship _____ Phone: _____

Hobbies, Interests: _____

and

Other Comments: _____

Primary Learning Goal: _____

_____

Time Available: _____ Which Day(s): _____
(a.m. or p.m.)

_____

Suggested Tutoring Location: _____

Tutor Preference: Male: ____ Female: ____ No Preference ____

Filled out by: _____

****

EVALUATION RESULTS:

LEEP DEMONSTRATION SITES

State	Site
ALASKA	South East Regional Resource Center 218 Front Street Juneau, Alaska 99801 (907) 586-6806 Contact: Christian Knoller Literacy Coordinator
ARIZONA	City of Phoenix/Human Resources/Aging Services 320 West Washington Phoenix, Arizona 85003 (602) 262-7379 Contact: Helen M. Drake Service Administrator
ARKANSAS	East Arkansas Area Agency on Aging, Inc. P.O. Box 5035 311 South Main Jonesboro, Arkansas 72403-5035 (501) 972-5980 Contact: Anne H. Wasson, M.A., L.S.W. Program Administrator
CALIFORNIA	Tremont Union Adult Education (ATLAS Program)* 1054 Carson Drive Sunnyvale, California 94086 (408) 735-1212 Contact: Laura Keller Coordinator of ATLAS Program Mendocino County Library* Adult Literacy Program 105 North Main Ukiah, Californa 95482 (707) 463-4155 Contact: Roberta M. Valdez, Director Council on Aging of Santa Clara County, Inc. 2131 The Alameda San Jose, California 95126 (408) 296-8290 Contact: Stephen M. Schmoll, Exec. Director
DISTRICT OF COLUMBIA	The National Council on the Aging, Inc. 600 Maryland Avenue, S.W. West Wing 100 Washington, DC 20024 (202) 479-1200 Contact: Bella Jacobs

LEEP DEMONSTRATION SITES

FLORIDA

Metro-Dade County Action Agency
395 N.W. First Street
Miami, Florida 33128
(305) 347-4648
Contact: Dorothy Wallens
Volunteer Coordinator

ILLINOIS

Chicago Public Library
425 N. Michigan Avenue
Chicago, Illinois 60611
(312) 269-2855
Contact: Alex Boyd, Assistant Commissioner
for Planning and Development

Quality of Life Services, Inc.
353 South Lewis Lane
Carbondale, Illinois 62901
(618) 529-2262
Contact: Dr. Jean Dorsett-Robinson
Executive Director

KANSAS

Continuing Education, Wichita Public Schools
324 North Emporia
Wichita, Kansas 67202
(316) 265-8666
Contact: Vikki Stewart, Program Coordinator

KENTUCKY

Kentucky Department for Libraries and Archives
Green River Regional Library/Green River Adult
Literacy Project
450 Griffith Avenue
Owensboro, Kentucky 42301
(502) 686-3316
Contact: Caroline B. Field, S.C.N.
Literacy Coordinator

LOUISIANA

Carrollton Hollygrove Senior Citizen Center
3300 Hamilton Street
P.O. Box 13158
New Orleans, Louisiana 70118-70185
(504) 486-3151
Contact: Emelda Washington, Director

Evangeline Council on Aging, Inc.
P.O. Box 312
Ville Platte, Louisiana 70586
(318) 363-5161
Contact: Mary Reavill, Executive Director

LEEP DEMONSTRATION SITES

MASSACHUSETTS	Holyoke Chicopee Regional Sr. Services Corp. 198-210 High Street Holyoke, Massachusetts 01040 (413) 538-9020 Contact: Janice Brids, Assistant Director
MISSISSIPPI	City of Jackson Aging Services 326 South Street P.O. Box 17 Jackson, Mississippi 39205 (601) 960-1643 Contact: John W. Waid, Ph.D., Director
MISSOURI (11/14/85)	Southside Senior Citizens Center 3017 Park Avenue St. Louis, Missouri 63104 (317) 664-5024 Contact: Ollie Mae Stewart Executive Director
NEW JERSEY	Trenton Public Library 120 Academy Street Trenton, New Jersey 08698 (609) 392-7188: Harold Thompson, Director Contact: Laura J. Breslin Literacy Project Coordinator Department of Adult/Aging and Community Education 108 North Clinton Avenue Trenton, New Jersey 08609 (609) 393-307: 989-2537
NEW YORK	Nioga Library System 6575 Wheeler Road Lockport, New York 14094 (716) 434-6167 Contact: Chester Klimek Development Officer Literacy Volunteers of the Central Southern Tier Corning Libraries Building, Civic Plaza Corning, New York 14830 (607) 936-3713 Contact: Kim Spencer, Director
OHIO	Clifton Senior Center 900 Rue de Paix Cincinnati, Ohio 45220 (513) 861-6934 Contact: Grace Worth, Program Coordinator

PENNSYLVANIA	Senior Activity Centers, Inc. 550 Main Street Johnstown, Pennsylvania 15905 (814) 535-8634 Contact: Lee Kring, Program Director
	Mayor's Commission on Literacy in Philadelphia 702 City Hall Annex Philadelphia, Pennsylvania 19107 (215) 686-8652 - 3 Contact: Dr. Lucille W. Richards Field Coordinator
	Christian Literacy Associates Allegheny County Literacy Council, Inc. 43 Ann Arbor Avenue Pittsburgh, Pennsylvania 15229 (412) 364-3777 Contact: Dr. William E. Kofmehl Executive Director or Rev. Burt May (412) 295-3936
TEXAS	Vocational Guidance Service (VSG, Inc.) 2525 San Jacinto Houston, Texas 77002 (713) 659-1800 Contact: W. Gaye Brown, Director Vocational Guidance Division
VIRGINIA	Eastern Shore Community Development Group, Inc. P.O. Box 8, 54 Market Street Onancock, Virginia 23410 (804) 787-3532 Contact: Fay G. Lohr, Executive Director
WASHINGTON	Senior Center 215 South Lincoln Port Angeles, Washington 98362 (206) 457-1041 (Ext. 170) Contact: Jean Hordyk, Director
	Columbia Club of Seattle 424 Columbia Street Seattle, Washington 98104 (206) 622-6460 Contact: Carl R. Johnson, Executive Director
WEST VIRGINIA	Senior Community Service Program (Title V-SCSP) P.O. Box 247 Parkersburg, West Virginia 26101 (304) 422-0522 or 485-3801 Contact: Mary Jane Brookover Title V Project Director

VOLUME I, Issue 3

APPENDIX F
NOVEMBER 1985

P R O J E C T L E E P

TUTOR NEWS

"Older Adults Helping Older Adults"

"Let your lives

overflow with joy

and thanksgiving

for all he has done."

-- Colossians 2:7

"Oh Lord, who lends me life, lend
me a heart replete with thankfulness"
- Shakespeare

Seneca, A Roman philosopher, said: "It is another's fault if he be ungrateful, but it is mine if I do not give ....."
At this Thanksgiving season, let us be thankful for the many blessings bestowed upon us. Let us also be thankful for the opportunity that we have through our LEEP Program to enlighten others. "It's not what we give, but what we share, for the gift without the giver is bare. . ." Let us give thanks for our blessings of giving and sharing.

HELEN E. MATHIS, Editor

THINK PINK

Congratulations are in order to Donna Firer and her husband Brian on the birth of their daughter, Kathleen Kendrick (Katie), on October 31 --- a Halloween baby!!! Katie weighed 8 lbs., 11 ozs. at birth and is a happy, healthy little girl. Best wishes to the new family.

NEW DEVELOPMENTS

The D.C. Office on Aging recently received a grant from the U.S. Department of Health and Human Services' Administration on Aging to conduct an older adult literacy program. NCOA's Project LEEP Staff will be working closely with the D.C. Office on Aging in the planning and development of their program which is still very much in the early planning stage. We thought you might like to know about this new development, particularly in case you hear about it from some other source. We promise to keep you informed about this new and exciting local effort to address the literacy needs of older adults.

TUTOR LIAISONS

In our last issue of TUTOR NEWS, we announced the names and responsibilities of our tutor liaisons. This new system of having the liaisons provide a link between each of you and the NCOA office appears to be working quite well, and has relieved the Program Coordinator of the constant need to be on or near the telephone. However, as you may know, you are a busy bunch of volunteers and are often quite hard to reach during the day. Our liaisons have spent considerable effort trying to reach some of you. To alleviate this problem, we thought that this month we would list the name of each liaison and the names of the individuals for whom each is responsible. This way, if you have not heard from your liaison or if you go a week or two without talking to your liaison, please give her a call and let her know how you and your student are doing. Remember, we are all busy people but it is important to stay in touch.

LIAISONS -	Nellie Covington Phone: 398-3670	Catherine Chavis Phone: 829-0982	Ruth Parker Phone: 736-4161
CONTACTS -	Daisy Boyd	George Brooks	Dorothy Bowles
	Hazel Burgess	Frances Campbell	Francis Byrd
	Thelma Carter	Mamie Harley	Robert Darby
	Dorothy Holsey	Maxwell Honemond	Sherry Harris
	Helen E. Mathis	Sallie Poindexter	Hallie Middleton
	Lucy Urbas	Willa Smith	Arthur Sheperd
	Ruth Wilson	Naomi Wilkerson	Roberto Wallace

HOLIDAY PARTY

'Tis the season to be jolly .... A small group of LEEP volunteers thought that it would be nice for the group to come together for a bit of holiday cheer. A small Christmas Party will be held at the NCOA headquarters for LEEP tutors and site directors on Thursday, December 19 at 10:00 a.m. in the Conference Center. Tutors are welcome to invite their students to join in the singing and fun. Light refreshments will be served.

DON'T LET TIME SLIP AWAY

Please remember to keep a record of the time you spend with your student and the time you spend attending in-service training sessions. The yellow sheets you receive regularly for this purpose have been revised to accommodate the record-keeping needs of R.S.V.P. Return your yellow time sheets to Hazel Burgess, the Administrative Coordinator, at the NCOA address, at the end of each month. We have not yet received October time sheets from many of you.

TUTOR NEWS is published monthly by Project LEEP of the National Council on the Aging. If you have any information, suggestions or comments to contribute, please call 479-1200 and speak with the LEEP Program Coordinator.

HELEN E. MATHIS, Newsletter Editor CATHERINE VENTURA-MERKEL, Program Coordinator

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Research Associate
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Information Science
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